

Unpacking Standards and Using Student-Friendly Language

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Today's Goals

Participants will understand

- the fundamental challenge facing both educators and students in the standards-based classroom,
- the rationale for turning standards into teachable learning targets, and
- the step by step process for unpacking standards for improved student learning.



Guiding Questions

- What role can clearly articulated standards play in improving student achievement?
- What does it mean to unpack standards?
- How can student-friendly language improve both teacher and student understanding?



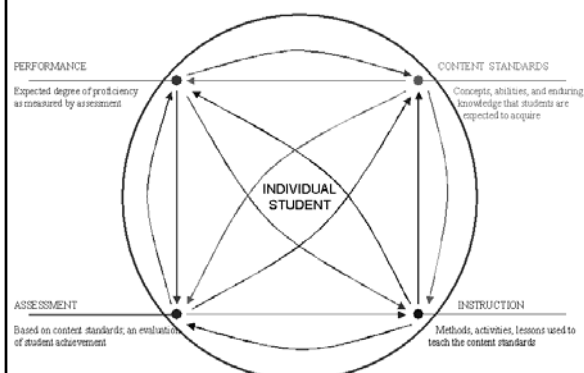
Standards-based Education

Standards-based education

- compares students against standards rather than students against students, and
- makes possible the idea that all students can receive an equal opportunity to learn.



Standards-Based Classroom



Content Standards

Mathematics Content Standard
Data Analysis, Probability, and Statistics

Grade 8:

Draw inferences, construct, and evaluate arguments based on data analysis and measures of central tendency



Standards and Targets

In order to fully utilize the standards, educators must be able to answer the following questions:

- How are performance towards standards demonstrated at the classroom level?
- What are the embedded learning targets?
- How are standards and targets understood by teachers and shared with students?



What Are the Learning Targets?

A learning target is any achievement expectation we have for students *on the path* toward mastery of a standard.

It clearly states what we want the students to learn and should be understood by teachers and students.

Learning targets should be formatively assessed to monitor progress toward a standard.



Is This a Target?

What do you think?

- Complete a senior project
- Build a bird feeder
- Analyze a state report
- Safely use a band saw
- Construct a diorama



Is This a Target ?

What do you think?

- Reading
- Main ideas
- Short story in the book
- Go on a "word" hunt
- Summarize a plot in chronological order



Is This a Target ? A Mathematics Example

What do you think?

- Math
- Decimals
- Page 152 in the book
- Go on a "decimal hunt"
- Correctly read decimals and put them in numerical order



Where Do We Begin?

Improving student achievement through the understanding of unpacked standards begins when faculty teams examine their standards for both common understanding, deeper meaning, and stronger application.



Unpacking Standards and Using Student-Friendly Language

1. Identify the standard you will be using
2. Identify the nouns
3. Identify the verbs



Unpacking (Continued)

4. Discuss the verbs and come to agreement on the meaning and depth of knowledge.
5. Redefine the verb for students by rewriting it using synonyms or clarifying terms. (unpacking).
6. Try to define verbs in the same way within a grade level and content area to create commonality.
7. Remember to ask yourselves "What does this look like in student work?"



Unpacking (Continued)

- Rewrite the language of the standards as an "I can" or "I am learning to" statement. Be sure it is in terms that students will understand and grade-level appropriate.
- "I can" statements can be posted in the classroom as reminders for focused lessons and student goal setting.



Standard	What Students Need to Know (noun)	What Students are to be able to do (Verb)	Student Friendly Language
Sample Reading Standard: Demonstrates ability to monitor comprehension for different types of text and purposes by . . . Using a range of self-monitoring and self-correction approaches (e.g. predicting)	How to monitor their comprehension and self-check for understanding during independent reading	Predict Unpacked Verb: •Tell what will happen next •Use word clues to guess about the future •Use character traits to determine the logical choice a character will make	I can use words or other information from any text (book/story) to make a statement about what will happen next. *Pictures for primary grades I can determine if my prediction (guess) is correct. I can reread parts of the text to correct my guess.

Standard Sample Math	What Students Need to Know (noun)	What Students are to be able to do (Verb)	Student Friendly Language
Grade 3: Identify and represent fractions between 0 and 1 with denominators up to 10 as parts of unit wholes and parts of groups. Model and represent a mixed number (with denominators 2,3,4) as a whole number and a fraction	Definitions, examples and functions of: •fraction •numerator •mixed number •whole number •number line •Benchmark fraction	•Name & write a fraction when looking at a picture that shows parts of unit wholes and parts of groups—denominators up to 10. •Draw or build with manipulatives a fraction that shows a part of unit, whole, and parts of a group.	I can say the names and write fractions with denominators from 2-10 I can state which number is the numerator and which is the denominator I can either draw a picture, point to a model, or use manipulatives to show a fraction with a denominator from 2-10 and one whole number

Unpacking Considerations

As districts/schools begin the unpacking process, you may wish to consider the following:

- grade level consensus
- K-12 alignment
- curricular impact
- assessment implications



Review of Guiding Questions

- What role can clearly articulated standards play in improving student achievement?
- What does it mean to unpack standards?
- How can student-friendly language improve both teacher and student understanding?



Reflection

Take a moment to reflect on our session today and record your greatest "ah-ha" insights.

How will these insights impact instruction and student achievement?

How can you be a support for your colleagues?



Thank you for your participation!